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ABSTRACT

The use of performance-based teacher education (PBTE) learning packages for inservice teacher training of vocational education teachers in Arkansas was evaluated. The study sought to determine what teaching competencies vocational-technical teachers have mastered since the PBTE program began five years ago, to what extent vocational teachers are using the teaching competencies they mastered, and how the vocational-technical teachers feel about the PBTE professional development program. The evaluation strategy provided for (1) an observation of all vocational-technical teachers who had completed 30 or more PBTE modules by individual school instructional supervisors; (2) observation of a sample of vocational teachers by regional teacher educators; and (3) a feedback questionnaire given to all vocational teachers to determine their attitudes toward the PBTE modules. Teachers who had completed 31 or more PBTE modules received high ratings by their supervisors. Teachers received higher ratings on instructional management than on other competencies, and teachers in certain subject areas received higher ratings than teachers in other subject areas did. Teacher attitudes toward the PBTE modules were not positive, although those who had participated actively in the program were more positive than those who had not. Recommendations were made to continue using the PBTE modules with some changes. (KC)

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AN EVALUATION STUDY OF THE PERFORMANCE BASED
TEACHER EDUCATION PROGRAM IN THE ARKANSAS
VOCATIONAL-TECHNICAL SCHOOLS

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June 1987

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I. Rationale

In 1977 the National Center for Research in Vocational Education located at the Ohio State University in Columbus, Ohio, completed a series of 100 performance-based teachers education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas. Each module provides learning experience that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. The materials were designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators acting as resource persons. The materials were intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers.

In 1982, the Arkansas Department of Education, Vocational-Technical Education Division, initiated a professional development plan for all teachers employed in the post secondary vocational-technical schools of the state. The purpose of the plan was to help teachers continue their professional growth to meet the changing requirements and needs of their job as a professional instructor whether they were a beginning or experienced teacher.

The plan addressed three areas of professional development: teaching skills, technical competencies, and related professional activities. At

each school a professional development committee was organized to help each teacher develop an individual development plan for himself or herself. The committee consisted of the teacher, a school administrator (resident resource person), and a university teacher educator (field resource person). The plan was implemented in three steps: assessing the needs of the teacher, developing a plan to fulfill the identified needs, and executing the plan.

To address the professional development area of "teaching skills," the Vocational-Technical Education Division used the Performance Based Teacher Education (PBTE) program developed by the National Center for Research in Vocational Education located at the Ohio State University in Columbus, Ohio. The Arkansas PBTE program provided an incentive for implementing a continuous professional development plan for certification, satisfying degree requirements, and/or completing requirements for promotion and advancement by linking it with promotion and consequentially with salary increases. The basic procedures used in the professional development plan were: (1) the school's planning committee assessed the training needs of the teacher, and a professional development plan was developed indicating which PBTE modules the teacher needed to complete; (2) the teacher completed the designated module activities through self-motivation and the assistance of the resident resource person; and (3) the teacher educator then observed the teacher and evaluated whether the teacher had successfully mastered the competency being taught through completion of the module activities.

Since the PBTE program had been in operation five years, the administrative personnel, as well as others, in the Vocational-Technical Education Division of the Arkansas Department of Education felt a need to evaluate the program to determine the extent that vocational teachers were

actually using the skills developed through completion of the PBTE modules and how the teachers felt about the PBTE program. As a result of this felt need, a consultant firm was employed to conduct an evaluation study of the program. This report presents the findings from the evaluation study.

II. The Goals of the Evaluation Study

The evaluator met with personnel from the Planning and Development and the Vocational-Technical Schools sections of the Vocational- Technical Education Division of the Arkansas Department of Education to discuss possible questions they would like to have answered through the evaluation study. Some of the questions discussed are as follows:

- A. What teaching competencies have vocational-technical teachers mastered since the inception of the PBTE program?
- B. To what extent are vocational-technical teachers utilizing the teaching competencies they mastered in the PBTE professional development program?
- C. How do the vocational-technical teachers feel about the PBTE program?
- D. Have the teaching skills of vocational-technical teachers improved since the inception of the PBTE program?
- E. Have the students' knowledge and skills improved since the inception of the PBTE program?

After considerable discussion and expression of various opinions, this planning group felt that this particular evaluation study should focus on the first three questions and seek answers to them. Subsequent evaluation studies are planned to obtain answers to the latter two questions and any questions that might be derived for this study.

III. Procedures

In conducting the evaluation study, several major tasks were involved. Each of these tasks will be identified and the activities conducted to complete the tasks will be described.

A. Task 1 - Development of an Evaluation Plan

The evaluator developed a tentative plan for obtaining information to answer each of the evaluation questions. The plan consisted of (1) the kinds of data to be collected, (2) the procedures to be used in collecting the data, and (3) the personnel to be responsible for collecting the data. On September 25, 1986, the evaluator met with selected staff members in the Vocational-Technical Education Division of the Arkansas Department of Education to discuss this plan. It was decided at the meeting that the evaluation strategy would include the following: (1) the instructional supervisor at each vocational-technical school would observe and complete an evaluation checklist on every vocational-technical teacher in his/her school who had completed 30 or more PBTE modules; (2) the teacher educator assigned to a region would observe and rate a sample of teachers in their vocational-technical schools on an evaluation checklist similar to what the instructional supervisors used. The purpose of this rating was to validate the ratings of the instructional supervisors; (3) a feedback questionnaire would be given to all vocational-technical teachers, regardless of the number of PBTE modules completed, to determine their attitudes and feelings towards the PBTE program. The type of reports that data would generate was also discussed. At the conclusion of this meeting the evaluator was asked to prepare a teacher evaluation checklist and a feedback questionnaire.

B. Task 2 - Development of Evaluation Instruments

The evaluator developed a tentative teacher evaluation checklist which covered 17 competencies involved in instructional planning, instructional execution, instructional evaluation, and instructional management. These 17 competencies are considered the critical competencies in the Level I competencies of the PBTE program. In addition, the evaluator developed a tentative feedback questionnaire which contained statements to obtain information on (1) orientation to the PBTE program, (2) using the PBTE program, and (3) checking of modules by the teacher educator. The respondents were also asked to provide their opinions about the PBTE program on open ended questions.

On December 1, 1986, the evaluator met with the planning committee of the Vocational-Technical Education Division of the Arkansas Department of Education to review and critique the evaluation instruments. After this meeting, the evaluator finalized the instruments from suggestions made at that meeting. Copies of the instruments are found in Appendix G.

C. Task 3 - Training of Instructional Supervisors

In administering the teacher evaluation checklist the instructional supervisor at each vocational-technical school was to observe each teacher and complete a teacher evaluation checklist on that teacher. The evaluator met with all of the instructional supervisors in Hot Springs, Arkansas, on December 19, 1986, and conducted inservice training on the evaluation instruments and the procedures to be used in completing these instruments. The agenda below was followed in this inservice training. Following the agenda are the procedures that were followed in collecting the evaluation data.

Meeting of Instructional Supervisors
of Vocational-Technical Schools
Hot Springs, Arkansas
December 19, 1986

Agenda

- I. Introduction
 - A. Purpose of PBTE evaluation project
 - 1. To determine the extent that teachers are using the PBTE competencies properly
 - 2. To determine the attitude of the teachers towards the PBTE program
 - B. Uses to make of evaluation information
 - 1. To organize future staff development activities
 - 2. To make any needed changes in program
 - 3. To identify future evaluation/research needs
- II. Instruments to be Used in the Evaluation Process
 - A. Teacher evaluation checklist
 - B. Feedback questionnaire
- III. Procedures to be Used in Collecting the Information
 - A. Activities to be conducted in completing the evaluation checklist
 - B. Activities to be conducted in completing the feedback questionnaire
- IV. Questions and Answers

Procedures to be Followed in Completing the Evaluation Checklist

1. The Supervisor of Instruction will complete an evaluation checklist on each teacher in their school that has completed Level I modules of the PBTE. These are the target teachers.
2. In completing the evaluation checklist, the Supervisors of Instruction will observe the teacher for a period of time that will allow them to rate all 17 competencies on the checklist.
3. The teachers being observed should not be told before hand when he/she will be observed. The purpose of the evaluation is to determine if the teacher is actually using the competencies not if he/she is capable of using them.
4. The Supervisor of Instruction may inform the target teachers that he/she will be observing them but should not tell or show them the competencies to be assessed.
5. The evaluation checklist should be completed on all target teachers by April 1, 1987.
6. The target teachers should be informed that some of them will be observed by the the teacher educators during January-April 1987.
7. When the Supervisor of Instruction has completed the evaluation checklist on all target teachers, he/she should send them to:

Dr. Dean C. Andrew
Educational Planning and Evaluation Services, Inc.
Box 689
Magnolia, AR 71753

Procedures to be Followed in Completing the Feedback Questionnaire

1. The feedback questionnaire will be administered to all vocational-technical teachers that have completed any PBTE modules. These teachers are the target population.
2. Staff members in the Vocational-Technical Education Division of the Arkansas Department of Education will administer the feedback questionnaires.
3. Teachers will be requested to not write their name on the questionnaire.
4. The questionnaires will be administered in all schools by April 1, 1987.
5. The staff members administering the questionnaire will collect and send them to:

Dr. Dean C. Andrew
Educational Planning and Evaluation Services, Inc.
Box 689
Magnolia, AR 71753

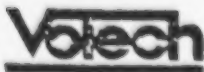
D. Task 4 - Training of the Teacher Educators in Administering the Teacher Evaluation Checklist

Four teacher educators were employed to assist the instructional supervisors of the vocational-technical schools in implementing and carrying out the state's professional development plan. Each teacher educator was assigned to a certain number of vocational-technical schools. This group was asked to observe and complete a teacher evaluation checklist on a selected number of vocational-technical teachers in their region. The evaluator randomly selected the teachers that the teacher education evaluated. The teacher educator used the identical checklist used by the instructional supervisors. The purpose of these ratings was to compare the results of the teacher educator with the results of the instructional supervisor to determine the consistency of the ratings. A training meeting was held with the teacher educators in Little Rock, Arkansas, on February 18, 1987. The content of this meeting was the same information as covered with the instructional supervisor in their meeting on December 19, 1986.

E. Task 5 - Training of Staff Members in the Vocational-Technical Education Division of the State Department of Education in Administering the Feedback Questionnaire

Staff members in the Office of Planning and Development in the Vocational-Technical Education Division conducted the inservice training with their fellow staff members who administered the feedback questionnaires to all teachers in the vocational-technical schools. This training was done in the latter part of February 1987. To prepare the way for administering the feedback questionnaire in a consistent and objective way, the associate director for vocational-technical schools sent the memorandum below to all directors notifying them of the procedures to be followed.

Vocational & Technical Education Division
Arkansas Department of Education
J. Barry Ballard, Ed.D. Director



Three Capitol Mall
Education Building West
Little Rock, AR 72201-1083

March 2, 1987

TO: Directors, Vocational Technical Schools
FROM: Don Harlan *DH*
SUBJECT: Third Party Evaluation

The final phase of the third party evaluation of PBTE involves a feedback questionnaire to be completed by all teachers. The purpose of this questionnaire is to obtain the opinions of teachers concerning the PBTE program.

Members of the Planning and Development staff will be in contact with your school regarding a convenient date to administer the questionnaire. All questionnaires should be completed by April 1. We are requesting that arrangements be made for all teachers to meet in a central location 30 minutes prior to the first class for this questionnaire.

(501/371-1855)

kb

cc: Supervisors of Instruction
James Dasher
Dean Andrew
Jack Nichols

DN/967

F. Task 6 - Collecting the Evaluation Data

The evaluation data was collected between January 1, 1987, and April 1, 1987, using the procedures described in the previous sections. The target populations involved in the evaluation process are described below.

1. Vocational-technical teachers who had completed 30 or more PBTE modules and were evaluated by the instructional supervisors

There are 24 vocational-technical schools in the state.

Twenty-one of these schools employed one or more vocational-technical teachers that had completed 30 or more PBTE modules.

Three vocational-technical schools did not have any teachers that had completed the Level I competencies of the PBTE. The number of teachers in a school that had completed the Level I modules varied from 1 to 12 with a mean of 6.5. A total of 138 teachers were expected to be evaluated and a total of 138 were actually evaluated by the instructional supervisors.

2. The sample of vocational-technical teachers who had completed 30 or more PBTE modules and were evaluated by the teacher educators

The evaluator selected the sample of teachers to be evaluated by the teacher educators by using the following procedures:

- a. The teachers were assigned by regions to the teacher educator who worked with schools in that region.
- b. Within each region, the teachers were identified that had completed 30 or more PBTE modules.
- c. The teachers identified were then alphabetized by their last name by region.
- d. The sample of teachers to be evaluated by the teacher educators were identified by selecting every third teacher from the alphabetical list.

- e. If a teacher was not at the school at the time of the evaluation because of teacher turnover or for some other reason, the next person on the list was selected as the alternate.

Using these procedures, a sample of 47 teachers was selected to be evaluated by the teacher educator. Table 1 presents information about the sample selected and the number actually evaluated.

Table 1: THE SAMPLE OF TEACHERS SELECTED AND ACTUALLY EVALUATED BY TEACHER EDUCATORS

Region	Total Number in Region	Number Selected in Sample	%	Number Evaluated
I	45	15	33.3	15
II	29	10	34.5	10
III	16	5	31.2	5
IV	50	17	34	17
Total	140	47	33.6	47

3. The vocational-technical teachers who completed the feedback questionnaire

All teachers in the vocational-technical schools were to complete the feedback questionnaires regardless of the number of PBTE modules completed. From a total of 524 teachers in the vocational-technical schools, 392 questionnaires were returned. The variation in expected versus actual questionnaires received was due to absenteeism when questionnaires were administered and teacher turnover without replacements.

G. Analyzing the Evaluation Information

The evaluation data was tabulated and analyzed by the third party evaluator using computer designed programs and descriptive and

statistical methods. The results were summarized in tabular form, as feasible, and data were provided to the vocational-technical schools and the Vocational-Technical Education Division of the Arkansas Department of Education. The evaluation findings, conclusions, and recommendations are found in the following sections.

IV. Evaluation Findings

A. Teaching Competencies Mastered by Vocational-Technical Teachers Since Inception of Program

Data were compiled to show the number of modules completed by teachers in various program areas. Table 2 shows this information for all vocational-technical teachers that completed the feedback questionnaire.

Table 2: THE NUMBER OF PBTE MODULES COMPLETED BY VOCATIONAL-TECHNICAL TEACHERS, BY PROGRAM AREA

Program Area	Number of Modules Completed by Teachers			
	0-30	31-64	65-100	Total
1. Computer Technology	1	—	1	2
2. Related Services	36	8	6	50
3. Office Practices	37	9	8	54
4. Data Processing	6	2	1	9
5. Printing	1	1	—	2
6. Health Occupations	20	10	3	33
7. Welding	14	4	—	18
8. Drafting	2	2	2	6
9. Displaced Homemakers	2	1	—	3
10. Carpentry	4	2	—	6
11. Heavy Equipment Operations	2	—	—	2
12. Masonry	2	—	—	2
13. Auto Mechanics	15	4	2	21
14. Auto Body Repair	10	—	—	10
15. Diesel Mechanic	9	4	—	13
16. Tool & Die Technology	1	2	—	3
17. Air Conditioning & Refrigeration	5	4	—	9
18. Appliance Services	2	4	1	7
19. Marine Mechanic	1	—	—	1
20. Industrial Equipment Mechanic	2	2	—	4
21. Machine Shop	14	6	1	21
22. Elect. & Digital Elect. Tech.	12	9	3	24
23. Cosmetology	1	—	1	2
24. Employability	12	2	1	15
25. Food Management	3	1	—	4
26. Food Processing	—	1	—	1
27. Distributive Educ.	1	—	—	1
28. Elect. Mechanical Tech.	1	—	—	1
29. Dental Assistants	1	—	1	2
30. Building Trades	4	2	—	6
31. Hotel/Motel Management	1	1	—	2
32. Truck Driving	3	—	—	3
33. Respiratory Therapy	5	—	—	5
34. ABE/GED	14	8	4	26
35. Meat Processing	—	1	—	1
36. Solar Energy	—	—	1	1
36. Facility Construction	1	—	—	1
37. Communications	9	4	1	14
38. No program listed	4	2	1	7
Total	258	96	38	392

The data show that 392 teachers completed one or more professional development modules. The highest number of modules completed was 100. Two hundred fifty-eight teachers or 66 percent completed 0-30 modules while 96 or 24 percent of the teachers completed 31-64 modules and 38 or 10 percent completed 65-100 modules. The largest number of teachers completing one or more modules was employed in the Office Practice field, while only one teacher in Marine Mechanics, Food Processing, Distributive Education, Meat Processing, Solar Energy, and Facility Construction completed at least one module.

B. Extent Vocational-Technical Teachers Are Using Teaching Competencies Mastered in the PBTE Professional Development Program

To determine the extent that vocational-technical teachers were using the teaching competencies they had mastered in the professional development program, each instructional supervisor was asked to observe teachers in the classroom that had completed 31 or more PBTE modules and rate the extent each teacher was presently using the competency properly. The rating was done on a five-point scale with ratings that could vary between no use and excellent use. Seventeen instructional competencies were rated in four instructional areas including instructional planning, instructional execution, instructional evaluation, and instructional management. The results of these ratings are presented in this section.

1. Ratings of all teachers on a statewide basis for all program areas regardless of the number of PBTE modules completed or when the modules were completed

The instructional supervisors rated 138 teachers on seventeen (17) competencies. Table 3 presents a summary of the ratings for all teachers in all schools.

Table 3: THE NUMBER AND PERCENT OF EACH EVALUATION RATING GIVEN TO TEACHERS IN ALL PROGRAM AREAS IN THE VOCATIONAL TECHNICAL SCHOOLS BY THE INSTRUCTIONAL SUPERVISOR

Competencies	Number and Percent of Ratings													Mean on competency
	N/A		None		Poor		Fair		Good		Excellent			
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%		
	1		2		3		4		5		6			
A. INSTRUCTIONAL PLANNING CATEGORY														
1. Determining needs and interests of students	2	1	0	0	0	0	19	14	73	53	44	32	5.18	
2. Developing student performance objectives	3	2	0	0	4	3	19	14	64	46	48	35	5.16	
3. Developing a unit of instruction	5	4	1	1	4	3	12	9	63	46	53	38	5.23	
4. Develop a lesson plan	4	3	1	1	4	3	16	12	61	44	52	38	5.19	
5. Select student instruction materials	1	1	0	0	0	0	18	13	57	42	61	45	5.32	
6. Prepare teacher made instructional materials	5	4	0	0	2	1	18	13	59	43	53	39	5.23	
Mean of Category = 5.22														

TABLE 2: THE FREQUENCY AND PERCENT OF RATING EVALUATION TESTS GIVEN TO TEACHERS IN ALL PROGRAM AREAS IN THE VOCATIONAL TECHNICAL SCHOOLS BY THE INSTRUCTIONAL SUPERVISOR

Competencies	Number and Percent of Ratings												Mean on competency
	N/A		None		Poor		Fair		Good		Excellent		
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
	1		2		3		4		5		6		
10. Employ reinforcement techniques	2	1	1	1	1	1	32	23	47	34	55	40	5.13
11. Present an illustrated talk	6	4	2	1	1	1	20	15	53	39	54	40	5.20
12. Present information with over-head and opaque materials	25	18	4	3	0	0	15	11	53	38	41	30	5.12
13. Present information with the chalkboard and flip chart	14	10	0	0	1	1	18	13	60	43	45	33	5.20
Mean of Category = 5.19 RANK = 4													
C. INSTRUCTIONAL EVALUATION CATEGORY													
14. Assess Student Performance: Knowledge	5	4	0	0	1	1	15	11	64	46	53	38	5.27
15. Assess Student Performance: Attitudes	17	12	0	0	4	3	20	14	61	44	36	26	5.07
16. Determine Student Grades	13	9	0	0	1	1	8	6	63	46	53	38	5.34
Mean of Category = 5.23 RANK = 2													
D. INSTRUCTIONAL MANAGEMENT CATEGORY													
17. Manage your budgeting and reporting responsibilities	16	12	0	0	1	1	10	7	53	38	58	42	5.38
Mean of Category = 5.38 RANK = 1													
Mean of All Categories = 5.23													

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As noted in the table, the ratings varied from none to excellent. If the competency could not be rated or was not appropriate for a given instructional situation, the instructional supervisor gave it an N/A rating. A mean rating score was computed on each competency by giving a weight to each rating on a 1 to 6 scale. The mean score was computed by adding all weights and dividing that number by the number of teachers rated. The N/A rating was not included in computing the mean score.

In addition to computing a mean rating score on each competency, a mean score was computed for all scores in an instructional category. The mean score for each instructional category was then given a rank with the higher mean score receiving a higher rank. A number one rank was the highest mean score with the lowest rank being the lowest mean score. A mean score for all four instructional areas was also obtained.

The following interpretations are noted from the data in Table 3.

- a. The vocational-technical teachers as a whole were rated very high by their instructional supervisor in regard to their use of the PBTE competencies as all mean ratings were 5.0 or higher with an overall mean of 5.22. This means a rating of between good and excellent.
- b. The vocational-technical teachers were rated highest in the use of instructional management competency (Rank #1) and lowest in instructional execution competencies (Rank #4).
- c. Several teachers were not rated on various competencies as indicated by the number of N/A ratings.

2. Ratings of teachers on a statewide basis by program area regardless of the number of PBTE modules completed or when the modules were completed

The ratings from the evaluation checklist were analyzed according to the program area in which the teacher taught. The mean ratings for each instructional area are presented in Table 4 by program area.

Table 4: A SUMMARY OF THE MEAN RATINGS FOR EACH INSTRUCTIONAL CATEGORY ACCORDING TO THE PROGRAM AREA IN WHICH THE TEACHER TAUGHT

Program Area of Teacher	Mean Rating on Competencies in				All Categories
	Instructional Planning	Instructional Execution	Instructional Evaluation	Instructional Management	
1. Computer Technology	5.17	4.86	4.33	5.00	4.88
2. Related Services	5.13	5.12	5.31	5.18	5.16
3. Office Practice	5.38	5.45	5.48	5.39	5.43
4. Data Processing	5.33	5.43	5.00	5.00	5.29
5. Printing	6.00	6.00	6.00	6.00	6.00
6. Health Occupations	5.54	5.39	5.36	5.53	5.45
7. Welding	4.97	4.82	4.67	5.50	4.88
8. Drafting	5.33	5.33	5.33	5.33	5.33
9. Displaced Homemakers	5.21	5.00	5.17	5.67	5.15
10. Masonry	4.00	4.00	5.00	4.00	4.18
11. Surveying	5.00	5.00	5.00	5.00	5.00
12. Landscaping	6.00	6.00	6.00	6.00	6.00
13. Auto Mechanics	5.25	5.02	5.00	5.17	5.11
14. Diesel Mechanics	5.17	5.20	5.50	5.33	5.24
15. Tool & Die Technology	5.33	5.14	5.00	5.00	5.18
16. Air Conditioning & Refrigeration	4.61	4.90	4.33	4.50	4.68
17. Appliance Service	5.11	5.13	5.00	5.40	5.12
18. Small Engine Repair	5.17	5.00	5.00	5.00	5.06
19. Industrial Equipment Mechanic	5.60	5.58	6.00	5.50	5.63
20. Machine Shop	4.80	4.81	4.87	5.25	4.84
21. Digital Elect. Tech.	4.96	4.97	5.00	5.25	4.99
22. Cosmetology	6.00	6.00	6.00	6.00	6.00
23. Employability	5.39	5.38	5.31	5.75	5.39
24. Food Management	5.28	5.38	5.50	5.50	5.36
25. Distributive Education	6.00	6.00	6.00	6.00	6.00
26. High School Coop.	5.83	5.86	5.50	6.00	5.79
27. Disadvantaged & Handicapped	4.47	4.26	4.80	5.00	4.44
28. Building Trades	4.50	5.33	5.00	5.00	4.94
29. Truck Driving	4.67	5.00	5.67	5.00	5.09
30. ABE/GED	5.38	5.29	5.60	5.67	5.39
31. Meat Processing	3.50	4.00	4.00	5.00	3.88
32. Aviation Technology	5.33	5.07	5.00	5.00	5.15

The following findings are noted from the information presented in Table 4.

1. The highest ratings given for all instructional areas were given to Printing, Landscaping, Cosmetology and Distributive Education teachers (mean = 6.00) while the lowest rating was given to Masonry teachers (mean = 4.18). There were relatively few teachers in these program areas.
2. The largest number of teachers employed are in the areas of Office Practice, Related Services, and Health occupations. Their overall mean ratings were 5.43, 5.16, and 5.45.
3. The ratings varied in the instructional areas with eight mean ratings under 5.00 being made in the instructional execution area and only two mean ratings under 5.00 being made in the instructional management area.
4. As a whole, all program teachers were rated high in all instructional areas as no mean rating was less than 3.50.

To check the validity of the instructional supervisors' ratings, a 33.6 percent sample of teachers was selected. The teacher educators were asked to observe and rate these teachers on the same scale used by the instructional supervisors.* The ratings of the instructional supervisor and the teacher educators were compared. Table 5 presents a comparison of these two ratings.

*The sampling process is described on pages 11-12.

Table 5: A COMPARISON OF THE RATINGS OF THE INSTRUCTIONAL SUPERVISORS AND THE TEACHER EDUCATORS ON A SELECTED SAMPLE OF TEACHERS EMPLOYED BY THE VOCATIONAL-TECHNICAL SCHOOLS OF ARKANSAS

Teacher	Mean Rating of Instructional Supervisor	Mean Rating of Teacher Educator
A. A.	5.18	5.71
C. A.	4.82	5.80
D. A.	5.81	5.76
J. B.	5.73	5.76
H. B.	5.65	4.71
M. B.	6.00	6.00
L. B.	5.87	5.38
D. B.	5.88	5.75
P. C.	5.00	4.00
V. C.	5.87	5.71
L. D.	4.40	5.82
C. D.	4.87	5.82
D. D.	5.18	5.76
H. E.	4.18	4.24
J. E.	5.35	5.44
M. F.	4.53	5.80
G. G.	5.65	5.90
C. H.	5.00	5.82
R. H.	5.06	5.06
R. J.	5.57	3.50
Z. J.	5.18	6.00
J. K.	4.29	4.00
D. K.	5.08	4.82
L. L.	5.29	5.41
A. L.	5.88	5.88
S. L.	6.00	5.53
R. M.	5.18	5.56
M. O.	4.71	5.76
H. O.	3.88	4.92
L. P.	5.12	5.44
D. P.	4.44	5.10
D. P.	5.00	6.00
S. P.	5.35	5.71
E. P.	4.82	5.24
R. Q.	5.35	4.63
M. R.	5.35	6.00
L. R.	5.00	5.88
R. S.	3.60	4.25
C. S.	4.81	4.53
D. S.	6.00	5.75
P. S.	5.47	5.47
J. T.	5.29	5.50
D. W.	3.47	3.29
B. W.	4.13	4.76

Table 5: (con.)

Teacher	Mean Rating of Instructional Supervisor	Mean Rating of Teacher Educator
J. W.	4.15	4.19
J. W.	4.71	5.88
T. W.	4.11	4.94
Mean = 4.94 SD = .9628 r = .781 T = 2.36 M = 5.17 SD = 1.024		

The data in Table 5 show a correlation coefficient of .781 between the ratings of the supervisors and teacher educators. The correlation coefficient indicates the relationship between the ratings made by the supervisors and the teacher educators. The higher the correlation the greater the relationship. In general, coefficients may be described in these terms.

<u>r</u>	<u>Verbal Description</u>
.00 to .19	Slight
.20 to .39	Low
.40 to .69	Moderate
.70 to .89	High
.90 to 1.00	Extremely High

The obtained .781 coefficient of correlation is high. This means as a whole the ratings of the teacher educators were very consistent with the ratings of the supervisors.

3. Ratings of all teachers on a statewide basis for all program areas according to the number of modules completed

It is often assumed that the more training one receives, the more effective one becomes as a teacher, so the data were then analyzed to determine the variations in the supervisors' ratings

according to the number of modules completed by the teachers. This data is presented in Table 6.

Table 6: VARIATIONS IN RATINGS GIVEN BY INSTRUCTIONAL SUPERVISORS TO TEACHERS EMPLOYED IN THE VOCATIONAL-TECHNICAL SCHOOLS ACCORDING TO THE NUMBER OF MODULES COMPLETED

Competencies	Mean Rating for Teachers Completing		
	0-30 Modules	31-64 Modules	65-100 Modules
A. Instructional Planning Category			
1. Determining needs and interests of students	4.00	5.19	5.19
2. Developing student performance objectives	5.00	5.20	5.05
3. Developing a unit of instruction	4.00	5.20	5.32
4. Develop a lesson plan	4.00	5.19	5.21
5. Select student instruction materials	4.00	5.35	5.26
6. Prepare teacher made instructional materials	5.00	5.24	5.23
Mean of Category	4.33	5.23	5.21
B. Instructional Execution Category			
7. Introduce a lesson	4.00	5.24	5.32
8. Summarize a lesson	4.00	5.23	5.24
9. Employ oral questioning techniques	5.00	5.19	5.11
10. Employ reinforcement techniques	4.00	5.13	5.16
11. Present an illustrated talk	5.00	5.23	5.12
12. Present information with overhead and opaque materials	5.00	5.15	5.06
13. Present information with the chalkboard and flip chart	5.00	5.22	5.16
Mean of Category	4.57	5.20	5.17
C. Instructional Evaluation Category			
14. Assess Student Performance: Knowledge	4.00	5.26	5.34
15. Assess Student Performance: Attitudes	4.00	5.07	5.09
16. Determine Student Grades	4.00	5.36	5.33
Mean of Category	4.00	5.23	5.26

Table 6: (con.)

Competencies	Mean Rating for Teachers Completing		
	0-30 Modules	31-64 Modules	65-100 Modules
D. Instructional Management Category			
17. Manage your budgeting and reporting responsibilities	5.00	5.44	5.23
Mean of Category	5.00	5.44	5.23
Mean of All Categories	4.41	5.23	5.20

The data in the above table indicate that teachers who completed 31 or more modules were rated higher than teachers who had completed 0-30 modules. This indication was true for each instructional area as well as for all instructional areas. Teachers who completed 65-100 modules were not rated any higher than teachers who had completed 31-64 modules but were rated higher than those completing only 0-30 modules. This indicates that completing more than 30 modules is needed to obtain the highest ratings, but that completion of modules above 64 did little to improve the ratings. This seems to be true if supervisors' ratings are the criterion for effective use of the teaching competencies.

4. Ratings of all teachers on a statewide basis for all program areas according to the time that PBTE modules were completed

There was an interest to see if the time that the teachers completed the professional training on the competencies made any difference in the ratings of the supervisors. This data is presented in Table 7.

Table 7: VARIATIONS IN RATINGS GIVEN BY INSTRUCTIONAL SUPERVISORS TO TEACHERS EMPLOYED IN THE VOCATIONAL-TECHNICAL SCHOOLS ACCORDING TO THE TIME THAT TEACHERS COMPLETED THE MODULES

Competencies	Mean Rating for Teachers Completing Modules	
	Prior to Jan. 1, 1986	After Jan. 1, 1986
A. Instructional Planning Category		
1. Determining needs and interests of students	5.11	5.27
2. Developing student performance objectives	5.09	5.24
3. Developing a unit of instruction	5.19	5.28
4. Develop a lesson plan	5.12	5.27
5. Select student instruction materials	5.24	5.41
6. Prepare teacher made instructional materials	5.15	5.33
B. Instructional Execution Category		
7. Introduce a lesson	5.21	5.31
8. Summarize a lesson	5.16	5.30
9. Employ oral questioning techniques	5.11	5.23
10. Employ reinforcement techniques	5.04	5.25
11. Present an illustrated talk	5.11	5.31
12. Present information with overhead and opaque materials	5.01	5.30
13. Present information with the chalkboard and flip chart	5.11	5.34
C. Instructional Evaluation Category		
14. Assess Student Performance: Knowledge	5.21	5.34
15. Assess Student Performance: Attitudes	5.00	5.15
16. Determine Student Grades	5.28	5.42
D. Instructional Management Category		
17. Manage your budgeting and reporting responsibilities	5.32	5.44

The data in the above table indicate that there were practically no variations in the instructional supervisors ratings according to the time when the teachers completed the PBTE modules.

C. Attitudes of Vocational-Technical Teachers Towards the PBTE Program

To determine the attitude of teachers in the vocational-technical schools towards the PBTE program, a questionnaire was administered to all teachers in the latter part of March 1987. The questionnaire consisted of 17 statements concerning orientation to the program, using the program, and the checking of the competencies completed by the teacher by the teacher educator. In addition, the questionnaire contained some open-ended questions that the teacher could answer to tell how he/she felt toward various aspects of the program. The information below presents data obtained from an analysis of the questionnaire responses.

1. Responses of all teachers on a statewide basis for all program areas regardless of participation or number of modules completed

Feedback questionnaire responses were received from 386 teachers in the vocational-technical schools of the state. Table 8 presents a summary of the responses for all teachers completing the questionnaire.

Table 8: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

		Number and Percent of Responses										
Categories	From:	5		4		3		2		1		To:
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	61	16	98	25	120	31	67	17	40	10	Unclear
2. The information given about the PBTE program was:	Excellent	63	16	103	27	128	33	55	14	35	9	Poor
3. The amount of time spent in orienting me was:	Very Adequate	45	12	104	27	115	30	81	21	41	11	Totally Inadequate
4. The materials used in the orientation were:	Adequate	50	13	99	26	118	31	78	20	40	10	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	82	21	89	23	113	29	68	18	33	9	Inadequate
6. My rating of the orientation was:	Excellent	46	12	99	26	121	31	71	18	48	12	Poor
	SUBTOTAL	347	15	592	26	715	31	420	18	237	10	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	52	14	123	32	112	29	63	16	33	9	Not Appropriate
8. The materials used in program are:	Very Adequate	30	8	113	29	146	38	58	15	37	10	Not Adequate
9. The content covered in the program is:	Comprehensive	47	12	115	30	123	32	67	17	33	9	Superficial

Table 8: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

Categories	From:	Number and Percent of Responses										To:
		5	%	4	%	3	%	2	%	1	%	
10. The competencies in the program are:	Easy to use	29	8	112	29	140	37	68	18	34	9	Difficult to use
11. The reference materials available are:	Sufficient	25	6	95	25	124	32	89	23	53	14	Insufficient
12. The information sources in the program are:	Sufficient	23	6	100	26	133	34	85	22	45	12	Insufficient
13. The competencies have improved my teaching skills:	Greatly	29	8	84	22	104	27	78	21	84	22	Not at all
SUBTOTAL		235	9	742	28	882	33	508	19	319	12	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	76	20	134	36	100	27	41	11	20	5	Inappropriate
15. The purposes of the check off process were:	Appropriate	66	18	126	34	117	32	36	10	21	6	Inappropriate
16. The evaluation of my competencies was:	Fair	128	35	108	29	91	25	22	6	19	5	Unfair
17. The emphasis placed on check off is:	Realistic	83	23	115	31	96	26	42	11	30	8	Unrealistic
SUBTOTAL		353	24	483	33	404	27	141	10	90	6	
TOTAL		935	14	1817	28	2001	31	1069	17	646	10	

In interpreting the information in Table 8, a "5" or "4" response is considered a positive response, a "1" or "2" response is considered a negative response, while a "3" response is considered neutral. The data indicate 42 percent of the responses were positive, 27 percent were negative, 31 percent were neutral. Table 9 presents a breakdown of the results for each of the major sections of the questionnaire.

Table 9: A SUMMARY OF THE RESPONSES ON THE ORIENTATION, USING PBTE, AND CHECK OFF SYSTEM SECTIONS OF THE FEEDBACK QUESTIONNAIRE

Section	Percent of Responses That Were		
	Positive	Neutral	Negative
1. Orientation to PBTE Program	41	31	28
2. Using the PBTE Program	37	33	31
3. Checkoff of Module by Teacher Educator	57	27	16
Total	42	31	27

The information in the above table shows that responses towards the checking off of modules was the most positive while using the PBTE program was the least positive. A large percent of the teachers (43) felt that PBTE had not improved their teaching skills (see item 13).

2. Responses of teachers on a statewide basis by program area regardless of participation or number of modules completed

The responses from the feedback questionnaire were analyzed according to the program area in which the teacher taught. Table 10 presents a summary of the responses according to positive, neutral, or negative categories. As previously noted a positive category was a "5" or "4" response, a "3" response was considered a neutral response, while a "1" or "2" response was considered

negative. Tables showing the number and percent of each response for the specific items can be found in Appendix A.

Table 10: A SUMMARY OF THE POSITIVE, NEUTRAL, AND NEGATIVE RESPONSES OF TEACHERS ACCORDING TO THE PROGRAM AREA IN WHICH THEY TEACH

Section	Percent of Responses That Were		
	Positive	Neutral	Negative
1. Communications Teachers	50	29	21
2. ABE/GED	48	26	25
3. Respiratory Therapy	84	16	—
4. Truck Driving	60	22	18
5. Building Trades	48	37	15
6. Dental Assistants	65	32	3
7. Food Management	72	17	11
8. Employability	42	37	20
9. Cosmetology	82	9	—
10. Electronics and Digital Electronic Technology	42	28	30
11. Machine Shop	27	37	36
12. Industrial Equipment Mechanics	51	26	22
13. Appliance Service	50	21	29
14. Air Conditioning and Refrigeration	21	35	45
15. Tool and Die Technology	26	24	51
16. Diesel Mechanics	43	30	27
17. Auto Body Repair	26	45	29
18. Auto Mechanics	36	38	25
19. Heavy Equipment Operators	52	12	35
20. Carpentry	60	32	7
21. Displaced Homemakers	25	45	31
22. Drafting	65	15	20
23. Welding	47	31	22
24. Health Occupations	41	30	30
25. Data Processing	61	26	12
26. Office Practice	35	34	31
27. Related Services	44	31	25
28. No program area listed	25	27	49
All program areas	42	31	27

The data in the above table show the most positive responses were from Respiratory Therapy and Cosmetology teachers while the negative responses came from Tool and Die Technology teachers. Teachers from three program areas had 70 percent or higher

positive responses, while teachers from three program areas had 40 percent or higher negative responses (Tool and Die Technology, no program area listed, and Air Conditioning and Refrigeration).

3. A comparison of the responses of teachers on a statewide basis who are actively participating in PBTE at the present time with those that are not actively participating in PBTE

The feedback questionnaire was administered to all vocational-technical teachers regardless of whether they were participating in the PBTE program. Identification information was available to differentiate the two groups. Table 11 presents information on the comparison of the responses on the various sections of the feedback questionnaire.

Table 11: A COMPARISON OF THE RESPONSES OF THE TEACHERS ACTIVELY AND NOT ACTIVELY PARTICIPATING IN THE PBTE PROGRAM ON THE THREE MAJOR SECTIONS OF THE FEEDBACK QUESTIONNAIRE

Section	Actively Participating Percent of Responses That Were:			Not Actively Participating Percent of Responses That Were:		
	Positive	Neutral	Negative	Positive	Neutral	Negative
1. Orientation to PBTE Program	44	29	27	32	35	33
2. Using the PBTE Program	40	32	27	26	34	40
3. Checking Off Modules by Teacher Educators	65	25	11	38	33	30
Total	47	30	24	31	34	35

The information in the above table shows that teachers actively participating in the program responded more positively towards the PBTE program than those teachers not actively participating. A detailed breakdown of the responses of teachers

actively participating in the program are shown on Table 12 while Table 13 presents a detailed breakdown of responses of teachers not actively participating in the program.

Table 12: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

Categories	From:	Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	47	17	72	26	81	29	47	17	29	11	Unclear
2. The information given about the PBTE program was:	Excellent	52	19	79	29	83	30	40	15	21	8	Poor
3. The amount of time spent in orienting me was:	Very Adequate	37	13	79	29	79	29	53	19	28	10	Totally Inadequate
4. The materials used in the orientation were:	Adequate	41	15	74	27	80	29	52	19	28	10	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	71	26	63	23	78	28	43	16	21	8	Inadequate
6. My rating of the orientation was:	Excellent	39	14	76	27	84	30	44	16	34	12	Poor
	SUBTOTAL	287	17	443	27	485	29	279	17	161	10	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	43	16	97	35	80	29	39	14	17	6	Not Appropriate
8. The materials used in program are:	Very Adequate	24	9	86	31	111	40	34	12	21	8	Not Adequate
9. The content covered in the program is:	Comprehensive	41	15	89	32	86	31	43	16	18	6	Superficial

Table 12: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

		Number and Percent of Responses										
Categories	From:	5 NO.	%	4 NO.	%	3 NO.	%	2 NO.	%	1 NO.	%	To:
10. The competencies in the program are:	Easy to use	24	9	85	31	95	35	46	17	25	9	Difficult to use
11. The reference materials available are:	Sufficient	22	8	74	27	84	30	58	21	39	14	Insufficient
12. The information sources in the program are:	Sufficient	19	7	77	28	91	33	59	21	31	11	Insufficient
13. The competencies have improved my teaching skills:	Greatly	27	10	73	27	75	27	51	19	48	18	Not at all
SUBTOTAL		200	10	581	30	622	32	330	17	199	10	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	68	25	105	39	70	26	18	7	8	3	Inappropriate
15. The purposes of the check off process were:	Appropriate	59	22	102	38	74	28	18	7	13	5	Inappropriate
16. The evaluation of my competencies was:	Fair	108	40	82	31	62	23	9	3	7	3	Unfair
17. The emphasis placed on check off is:	Realistic	70	26	91	34	66	25	25	9	15	6	Unrealistic
SUBTOTAL		305	29	380	36	272	25	70	7	43	4	
TOTAL		792	17	1404	30	1379	30	679	15	403	9	

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Table 13: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO ARE NOT ACTIVELY PARTICIPATING IN PBTE PROGRAM REGARDLESS OF MODULES COMPLETED

Categories	From:	Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	14	13	26	24	39	35	20	18	11	10	Unclear
2. The information given about the PBTE program was:	Excellent	11	10	24	22	45	41	15	14	14	13	Poor
3. The amount of time spent in orienting me was:	Very Adequate	8	7	25	23	36	33	28	25	13	12	Totally Inadequate
4. The materials used in the orientation were:	Adequate	9	8	25	23	38	35	26	24	12	11	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	11	10	26	24	35	32	25	23	12	11	Inadequate
6. My rating of the orientation was:	Excellent	7	6	23	21	37	34	27	25	14	13	Poor
	SUBTOTAL	60	9	149	23	230	35	141	21	76	12	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	9	8	26	24	32	30	24	22	16	15	Not Appropriate
8. The materials used in program are:	Very Adequate	6	6	27	25	35	32	24	22	16	15	Not Adequate
9. The content covered in the program is:	Comprehensive	6	6	26	24	37	34	24	22	15	14	Superficial

Table 13: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO ARE NOT ACTIVELY PARTICIPATING IN PIPE PROGRAM REGARDLESS OF MODULES COMPLETED

Categories		Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
10. The competencies in the program are:	Easy to use	5	5	27	25	45	42	22	20	9	8	Difficult to use
11. The reference materials available are:	Sufficient	3	3	21	19	40	37	31	28	14	13	Insufficient
12. The information sources in the program are:	Sufficient	4	4	23	21	42	39	26	24	14	13	Insufficient
13. The competencies have improved my teaching skills:	Greatly	2	2	11	10	29	28	27	26	36	34	Not at all
SUBTOTAL		35	5	161	21	260	34	178	24	120	16	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	8	8	29	28	30	29	23	23	12	12	Inappropriate
15. The purposes of the check off process were:	Appropriate	7	7	24	24	43	43	18	18	8	8	Inappropriate
16. The evaluation of my competencies was:	Fair	20	20	26	26	29	29	13	13	12	12	Unfair
17. The emphasis placed on check off is:	Realistic	13	13	24	24	30	30	17	17	15	15	Unrealistic
SUBTOTAL		48	12	103	26	132	33	71	18	47	12	
TOTAL		143	8	413	23	622	34	390	22	243	13	

4. A comparison of the responses of teachers on a statewide basis who completed various numbers of modules in PBTE program regardless of participation in program

Information was available concerning the responses of the teachers according to the number of PBTE modules completed. Table 14 presents information on the percent of positive, neutral, and negative responses according to the number of modules completed by the teachers, regardless of their actively or not actively participating in the PBTE program.

Table 14: A COMPARISON OF THE RESPONSES OF THE TEACHERS ON A FEEDBACK QUESTIONNAIRE ACCORDING TO THE NUMBER OF MODULES COMPLETED

Number of Modules Completed	Percent of Responses That Were:		
	Positive	Neutral	Negative
0-30 Modules	39	32	29
31-64 Modules	44	31	26
65-100 Modules	65	21	13

The data in the above table show an increasing positive response as the number of modules completed increases. A detailed analysis of the responses of each group is found in Tables 15 through 17.

Table 15: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO COMPLETED 0-30 MODULES IN PBTE PROGRAM REGARDLESS OF PARTICIPATION

		Number and Percent of Responses											
Categories	From:	5		4		3		2		1		To:	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%		
A. ORIENTATION TO THE PBTE PROGRAM													
1. The purpose of the orientation was:	Very Clear	40	16	64	25	81	32	44	17	27	11	Unclear	
2. The information given about the PBTE program was:	Excellent	40	16	68	27	89	35	34	13	24	9	Poor	
3. The amount of time spent in orienting me was:	Very Adequate	25	10	69	27	75	29	57	22	31	12	Totally Inadequate	
4. The materials used in the orientation were:	Adequate	32	13	62	24	77	30	57	22	28	11	Inadequate	
5. The assistance provided by supervisor in starting was:	Adequate	47	18	54	21	83	32	47	18	25	10	Inadequate	
6. My rating of the orientation was:	Excellent	26	10	65	25	84	33	46	18	34	13	Poor	
	SUBTOTAL	210	14	382	25	489	32	285	19	169	11		
B. USING THE PBTE PROGRAM													
7. The objectives of the PBTE program are:	Very Appropriate	33	13	77	30	74	29	46	18	24	9	Not Appropriate	
8. The materials used in program are:	Very Adequate	17	7	69	27	98	39	46	18	24	9	Not Adequate	
9. The content covered in the program is:	Comprehensive	26	10	74	29	81	32	50	20	24	9	Superficial	

Table 15: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO COMPLETED 0-30 MODULES IN PBTE PROGRAM REGARDLESS OF PARTICIPATION

		Number and Percent of Responses										
Categories	From:	5 NO.	%	4 NO.	%	3 NO.	%	2 NO.	%	1 NO.	%	To:
10. The competencies in the program are:	Easy to use	18	7	72	28	91	36	48	19	24	9	Difficult to use
11. The reference materials available are:	Sufficient	19	7	56	22	82	32	63	25	37	14	Insufficient
12. The information sources in the program are:	Sufficient	14	5	62	24	93	36	57	22	31	12	Insufficient
13. The competencies have improved my teaching skills:	Greatly	12	5	46	18	69	28	55	22	67	27	Not at all
SUBTOTAL		139	8	456	26	588	33	365	21	231	13	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	40	16	80	33	75	31	33	14	16	7	Inappropriate
15. The purposes of the check off process were:	Appropriate	33	14	74	31	92	38	28	12	14	6	Inappropriate
16. The evaluation of my competencies was:	Fair	75	31	63	26	67	28	21	9	15	6	Unfair
17. The emphasis placed on check off is:	Realistic	46	19	67	28	68	28	34	14	25	10	Unrealistic
SUBTOTAL		194	20	284	29	302	31	116	12	70	7	
TOTAL		543	13	1122	26	1379	32	766	18	470	11	

Table 16: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO COMPLETED 31-64 MODULES IN PBTE PROGRAM REGARDLESS OF PARTICIPATION

		Number and Percent of Responses										
Categories	From:	5		4		3		2		1		To:
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	14	15	22	23	29	31	18	19	11	12	Unclear
2. The information given about the PBTE program was:	Excellent	15	16	25	27	29	31	17	18	8	9	Poor
3. The amount of time spent in orienting me was:	Very Adequate	14	15	20	21	32	34	20	21	8	9	Totally Inadequate
4. The materials used in the orientation were:	Adequate	12	13	23	24	34	36	15	16	10	11	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	26	28	24	26	20	21	18	19	6	6	Inadequate
6. My rating of the orientation was:	Excellent	14	15	21	22	27	29	21	22	11	12	Poor
	SUBTOTAL	95	17	135	24	171	30	109	19	54	10	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	11	12	29	31	31	33	14	15	9	10	Not Appropriate
8. The materials used in program are:	Very Adequate	9	10	28	30	34	36	10	11	13	14	Not Adequate
9. The content covered in the program is:	Comprehensive	13	14	27	29	30	32	15	16	9	10	Superficial

Table 16: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO COMPLETED 31-64 MODULES IN PUTE PROGRAM REGARDLESS OF PARTICIPATION

		Number and Percent of Responses											
Categories	From:	5		4		3		2		1		To:	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%		
10. The competencies in the program are:	Easy to use	7	7	23	24	37	39	17	18	10	11	Difficult to use	
11. The reference materials available are:	Sufficient	6	6	23	25	33	35	21	23	10	11	Insufficient	
12. The information sources in the program are:	Sufficient	8	9	23	25	31	33	21	23	10	11	Insufficient	
13. The competencies have improved my teaching skills:	Greatly	11	12	19	20	32	34	16	17	16	17	Not at all	
SUBTOTAL		65	10	172	26	228	35	114	17	77	12		
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR													
14. The procedures used by teacher educator were:	Appropriate	26	29	31	34	23	25	7	8	4	4	Inappropriate	
15. The purposes of the check off process were:	Appropriate	24	27	29	32	23	26	7	8	7	8	Inappropriate	
16. The evaluation of my competencies was:	Fair	35	38	28	31	23	25	1	1	4	4	Unfair	
17. The emphasis placed on check off is:	Realistic	24	27	29	32	24	27	8	9	5	6	Unrealistic	
SUBTOTAL		109	30	117	32	93	26	23	6	20	6		
TOTAL		269	17	424	27	492	31	246	16	151	10		

Table 17: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO COMPLETED 65-100 MODULES IN PBTE PROGRAM REGARDLESS OF PARTICIPATION

Categories	From:	Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	7	19	12	33	10	28	5	14	2	6	Unclear
2. The information given about the PBTE program was:	Excellent	8	23	10	29	10	29	4	11	3	9	Poor
3. The amount of time spent in orienting me was:	Very Adequate	6	17	15	43	8	23	4	11	2	6	Totally Inadequate
4. The materials used in the orientation were:	Adequate	6	17	14	40	7	20	6	17	2	6	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	9	26	11	31	10	29	3	9	2	6	Inadequate
6. My rating of the orientation was:	Excellent	6	17	13	36	10	28	4	11	3	8	Poor
	SUBTOTAL	42	20	75	35	55	26	26	12	14	7	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	8	23	17	49	7	20	3	9	0	0	Not Appropriate
8. The materials used in program are:	Very Adequate	4	11	16	44	14	39	2	6	0	0	Not Adequate
9. The content covered in the program is:	Comprehensive	8	22	14	39	12	33	2	6	0	0	Superficial

Table 17: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN THE STATE WHO COMPLETED 65-100 MODULES IN PBTE PROGRAM REGARDLESS OF PARTICIPATION

		Number and Percent of Responses										
Categories	From:	5		4		3		2		1		To:
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
10. The competencies in the program are:	Easy to use	4	11	17	47	12	33	3	8	0	0	Difficult to use
11. The reference materials available are:	Sufficient	0	0	16	44	9	25	5	14	6	17	Insufficient
12. The information sources in the program are:	Sufficient	1	3	15	42	9	25	7	19	4	11	Insufficient
13. The competencies have improved my teaching skills:	Greatly	6	17	19	53	3	8	7	19	1	3	Not at all
SUBTOTAL		31	12	114	45	66	26	29	12	11	4	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	10	28	23	64	2	6	1	3	0	0	Inappropriate
15. The purposes of the check off process were:	Appropriate	9	26	23	66	2	6	1	3	0	0	Inappropriate
16. The evaluation of my competencies was:	Fair	18	50	17	47	1	3	0	0	0	0	Unfair
17. The emphasis placed on check off is:	Realistic	13	36	19	53	4	11	0	0	0	0	Unrealistic
SUBTOTAL		50	35	82	57	9	6	2	1	0	0	
TOTAL		123	20	271	45	130	21	57	9	25	4	

5. Variations in responses by regions

Four teacher educators from universities were employed to act as a field resource person. One of their duties was to observe the vocational-technical teachers and evaluate whether she/he had successfully mastered the PBTE competencies being taught in the professional development plan. Each teacher educator was assigned a certain number of schools to assist. The schools that a teacher educator served were considered a region. Thus there were four regions identified and used in the analysis of the responses from the feedback questionnaire. The following regional number was assigned for the designated teacher educator.

<u>Region</u>	<u>Teacher Educator</u>
1	A
2	B
3	C
4	D

- a. Comparison of the responses of all teachers on a regional basis for all program areas regardless of participation or number of modules completed

The number of responses from each region varied according to the number of schools served by each teacher educator. Tables 18, 19, 20, and 21 present a summary of the responses for all teachers completing the questionnaires for the respective regions.

Table 18: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION I REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

		Number and Percent of Responses											
Categories	From:	5		4		3		2		1		To:	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%		
A. ORIENTATION TO THE PBTE PROGRAM													
1. The purpose of the orientation was:	Very Clear	27	21	41	32	33	26	15	12	12	9	Unclear	
2. The information given about the PBTE program was:	Excellent	32	25	37	29	34	27	14	11	11	9	Poor	
3. The amount of time spent in orienting me was:	Very Adequate	19	15	42	33	34	27	21	16	12	9	Totally Inadequate	
4. The materials used in the orientation were:	Adequate	21	17	42	33	35	28	17	13	12	9	Inadequate	
5. The assistance provided by supervisor in starting was:	Adequate	35	28	32	25	32	25	16	13	12	9	Inadequate	
6. My rating of the orientation was:	Excellent	20	16	43	34	32	25	17	13	15	12	Poor	
	SUBTOTAL	154	20	237	31	200	26	100	13	74	10		
B. USING THE PBTE PROGRAM													
7. The objectives of the PBTE program are:	Very Appropriate	19	15	46	37	37	29	19	15	5	4	Not Appropriate	
8. The materials used in program are:	Very Adequate	9	7	45	36	52	41	15	12	5	4	Not Adequate	
9. The content covered in the program is:	Comprehensive	18	14	43	34	41	32	18	14	7	6	Superficial	

Table 18: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION I REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

		Number and Percent of Responses										
Categories	From:	5		4		3		2		1		To:
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
10. The competencies in the program are:	Easy to use	9	7	49	39	45	36	16	13	6	5	Difficult to use
11. The reference materials available are:	Sufficient	11	9	40	31	43	34	22	17	11	9	Insufficient
12. The information sources in the program are:	Sufficient	7	6	40	31	51	40	19	15	10	8	Insufficient
13. The competencies have improved my teaching skills:	Greatly	8	6	40	32	33	27	25	20	18	15	Not at all
SUBTOTAL		81	9	303	34	302	34	134	15	62	7	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	34	28	38	32	31	26	12	10	5	4	Inappropriate
15. The purposes of the check off process were:	Appropriate	28	23	45	38	35	29	10	8	2	2	Inappropriate
16. The evaluation of my competencies was:	Fair	45	37	40	33	27	22	6	5	3	2	Unfair
17. The emphasis placed on check off is:	Realistic	35	29	40	33	30	25	13	11	3	2	Unrealistic
SUBTOTAL		142	29	163	34	123	26	41	9	13	3	
TOTAL		377	18	703	33	625	29	275	13	149	7	

Table 19: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION II REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

		Number and Percent of Responses										
Categories	From:	5		4		3		2		1		To:
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	11	14	18	23	27	34	14	18	10	13	Unclear
2. The information given about the PBTE program was:	Excellent	10	13	19	24	27	34	13	16	11	14	Poor
3. The amount of time spent in orienting me was:	Very Adequate	12	15	21	26	20	25	18	23	9	11	Totally Inadequate
4. The materials used in the orientation were:	Adequate	13	16	16	20	24	30	20	25	7	9	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	14	18	17	21	24	30	16	20	9	11	Inadequate
6. My rating of the orientation was:	Excellent	9	11	16	20	27	34	20	25	8	10	Poor
	SUBTOTAL	69	14	107	22	149	31	101	21	54	11	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	12	15	27	34	22	28	11	14	7	9	Not Appropriate
8. The materials used in program are:	Very Adequate	10	12	23	28	24	30	18	22	6	7	Not Adequate
9. The content covered in the program is:	Comprehensive	14	17	22	27	26	32	12	15	7	9	Superficial

Table 19: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION II REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

Categories	From:	Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
10. The competencies in the program are:	Easy to use	9	11	24	30	26	32	16	20	6	7	Difficult to use
11. The reference materials available are:	Sufficient	6	7	17	21	21	26	24	30	13	16	Insufficient
12. The information sources in the program are:	Sufficient	8	10	21	26	20	25	24	30	8	10	Insufficient
13. The competencies have improved my teaching skills:	Greatly	6	8	17	22	27	34	15	19	14	18	Not at all
SUBTOTAL		65	12	151	27	166	29	120	21	61	11	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	14	18	31	39	22	28	10	13	3	4	Inappropriate
15. The purposes of the check off process were:	Appropriate	14	18	26	33	27	35	7	9	4	5	Inappropriate
16. The evaluation of my competencies was:	Fair	22	28	25	32	22	28	4	5	6	8	Unfair
17. The emphasis placed on check off is:	Realistic	16	21	21	27	26	33	8	10	7	9	Unrealistic
SUBTOTAL		66	21	103	33	97	31	29	9	20	6	
TOTAL		200	15	361	27	412	30	250	18	135	10	

Table 20: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION III REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

Categories	From:	Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	11	15	14	20	25	35	15	21	6	8	Unclear
2. The information given about the PBTE program was:	Excellent	7	10	16	23	30	42	10	14	8	11	Poor
3. The amount of time spent in orienting me was:	Very Adequate	7	10	13	18	23	32	20	28	8	11	Totally Inadequate
4. The materials used in the orientation were:	Adequate	9	13	12	17	20	28	21	30	9	13	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	10	14	11	15	25	35	19	27	6	8	Inadequate
6. My rating of the orientation was:	Excellent	9	13	9	13	25	35	16	23	12	17	Poor
	SUBTOTAL	53	12	75	18	148	35	101	24	49	12	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	9	13	16	23	16	23	18	25	12	17	Not Appropriate
8. The materials used in program are:	Very Adequate	4	6	20	29	25	36	9	13	12	17	Not Adequate
9. The content covered in the program is:	Comprehensive	9	13	15	21	21	30	17	24	9	13	Superficial

Table 20: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION III REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

Categories		Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
10. The competencies in the program are:	Easy to use	5	7	13	19	26	37	17	24	9	13	Difficult to use
11. The reference materials available are:	Sufficient	3	4	11	15	27	38	18	25	12	17	Insufficient
12. The information sources in the program are:	Sufficient	2	3	15	21	27	38	16	23	11	15	Insufficient
13. The competencies have improved my teaching skills:	Greatly	6	9	11	16	17	24	13	19	23	33	Not at all
SUBTOTAL		38	8	101	20	159	32	108	22	88	18	
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR												
14. The procedures used by teacher educator were:	Appropriate	6	9	20	30	19	28	11	16	11	16	Inappropriate
15. The purposes of the check off process were:	Appropriate	6	9	14	21	26	39	10	15	10	15	Inappropriate
16. The evaluation of my competencies was:	Fair	20	30	15	23	18	27	4	6	9	14	Unfair
17. The emphasis placed on check off is:	Realistic	10	15	16	24	14	21	14	21	12	18	Unrealistic
SUBTOTAL		42	16	65	25	77	29	39	15	42	16	
TOTAL		133	11	241	20	384	32	248	21	179	15	

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Table 21: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION IV REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

Categories	From:	Number and Percent of Responses										To:
		5		4		3		2		1		
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
A. ORIENTATION TO THE PBTE PROGRAM												
1. The purpose of the orientation was:	Very Clear	12	11	25	23	35	33	23	21	12	11	Unclear
2. The information given about the PBTE program was:	Excellent	14	13	31	30	37	35	18	17	5	5	Poor
3. The amount of time spent in orienting me was:	Very Adequate	7	7	28	26	38	36	22	21	12	11	Totally Inadequate
4. The materials used in the orientation were:	Adequate	7	7	29	27	39	36	20	19	12	11	Inadequate
5. The assistance provided by supervisor in starting was:	Adequate	23	21	29	27	32	30	17	16	6	6	Inadequate
6. My rating of the orientation was:	Excellent	8	7	31	29	37	35	18	17	13	12	Poor
	SUBTOTAL	71	11	173	27	218	34	118	18	60	9	
B. USING THE PBTE PROGRAM												
7. The objectives of the PBTE program are:	Very Appropriate	12	11	34	32	37	35	15	14	9	8	Not Appropriate
8. The materials used in program are:	Very Adequate	7	7	25	23	45	42	16	15	14	13	Not Adequate
9. The content covered in the program is:	Comprehensive	6	6	35	33	35	33	20	19	10	9	Superficial

Table 21: A SUMMARY OF THE RESPONSES FROM A FEEDBACK QUESTIONNAIRE ADMINISTERED TO TEACHERS IN ALL PROGRAM AREAS IN REGION IV REGARDLESS OF PARTICIPATION OR MODULES COMPLETED

		Number and Percent of Responses											
Categories	From:	5		4		3		2		1		To:	
		NO.	%	NO.	%	NO.	%	NO.	%	NO.	%		
10. The competencies in the program are:	Easy to use	6	6	26	24	43	40	19	18	13	12	Difficult to use	
11. The reference materials available are:	Sufficient	5	5	27	25	33	31	25	23	17	16	Insufficient	
12. The information sources in the program are:	Sufficient	6	6	24	22	35	33	26	24	16	15	Insufficient	
13. The competencies have improved my teaching skills:	Greatly	9	8	16	15	27	25	25	24	29	27	Not at all	
SUBTOTAL		51	7	187	25	255	34	146	20	108	14		
C. CHECK OFF OF MODULES BY TEACHER EDUCATOR													
14. The procedures used by teacher educator were:	Appropriate	22	21	45	43	28	27	8	8	1	1	Inappropriate	
15. The purposes of the check off process were:	Appropriate	18	18	41	40	29	28	9	9	5	5	Inappropriate	
16. The evaluation of my competencies was:	Fair	41	40	28	27	24	24	8	8	1	1	Unfair	
17. The emphasis placed on check off is:	Realistic	22	22	38	38	26	26	7	7	8	8	Unrealistic	
SUBTOTAL		103	25	152	37	107	26	32	8	15	4		
TOTAL		225	13	512	29	580	32	296	16	183	10		

The results of the questionnaire responses by regions were analyzed in a similar manner as described previously where a "5" or "4" response was considered positive, a "3" response was considered neutral, and a "1" or "2" response was considered negative. Table 22 shows a comparison of the questionnaire responses for each of the regions.

Table 22: A COMPARISON OF THE RESPONSES ON THE FEEDBACK QUESTIONNAIRE BY REGION

Region	Percent of Responses That Were:		
	Positive	Neutral	Negative
I	51	29	20
II	42	30	28
III	31	32	36
IV	42	32	26

The information in the above table indicates that teachers in Region I responded more positively towards the PBTE program than teachers in other regions. The least positive responses came from teachers in Region III.

6. Responses on open ended questions on feedback questionnaire

In addition to the 17 statements on the feedback questionnaire to which the vocational teachers indicated their negative or positive response, the feedback questionnaire contained eight open-ended questions that the teachers could write in how they felt towards various aspects of the program. This section presents information collected on the open ended questions. The information

presented is on a statewide basis. Detailed information by school and region can be found in Appendix F.

a. Responses to the question — "Please list the things you liked about the orientation to the PBTE program"

Many vocational-technical teachers wrote both positive and negative responses on this open ended question. Since the responses to the next question were concerned with the things disliked about the PBTE program, only the positive responses will be discussed here.

Overall, 43 responses were written that indicated the things that teachers liked about the program or activities. The statements below summarize the major likes noted by the teacher. Detailed information can be found in Appendix F.

- (1) They liked the orientation as being direct, factual, and not covering useless information.
 - (2) They liked the opportunity to work with other teachers in learning how to use the modules.
 - (3) They liked the presentations made about the modules and the explanations made concerning each step to be taken in completing the modules.
 - (4) Several teachers indicated they liked certain modules, e.g., the lesson plan, guide to set up program, etc.
- b. Responses to the question — "Please list the things you did not like about the orientation to the PBTE program"

The negative responses to the orientation given by the vocational-technical teachers exceeded the number of positive responses. The following statements summarize the negative responses (see Appendix F for detailed information).

- (1) There was not sufficient explanations concerning what was to be done.
 - (2) The program was presented as a "have to" situation.
 - (3) A number of the personnel presenting the program did not have accurate information, could not agree, or were sarcastic in their presentation.
 - (4) Did not get any orientation.
 - (5) The time of the year the orientation was given was the same time we were trying to get our classes started.
 - (6) Not sufficient time for the orientation and presentation was not well organized.
- c. Responses to the question — "Please list the things you like about the PBTE program"

The things that the vocational-technical teachers liked about the PBTE program can be summarized in the following statements. Detailed information about the responses can be found in Appendix F.

- (1) For a beginning teacher, the modules in the B series concerning lesson plans are great.
- (2) The modules were very helpful to me.
- (3) The modules refreshes you on procedures learned in college.
- (4) I liked the idea of using PBTE training for promotion and salary increases.
- (5) It helped me to correlate lesson plans with the skills I am trying to teach.
- (6) The training helped me to organize my ideas with the content to be taught and the presentation of the materials.

- (7) The methods taught are very comprehensive.
 - (8) Useful guidance if used by non-professionals; practical refresher for professional persons.
 - (9) It was good to work with teachers in other areas and exchange ideas.
 - (10) Liked the way the information was broken down into small amounts. This made the materials easy to follow.
- d. Responses to the question — "Please list the things you dislike about the PBTE program"

A summary of the responses concerning the things that teachers disliked about the program are shown below.

- (1) It is very repetitious and extremely time consuming.
- (2) Does not allow for teachers that have a bachelor's or master's degree — no selectivity.
- (3) The information in the modules really did not help me.
- (4) There was too much pressure to complete the modules.
- (5) Some of the competencies are not relevant in today's world.
- (6) Modules did not fit certain areas.
- (7) Prefer to complete the modules in a group rather than individually.
- (8) Lack of coordination and structure - not clear what must be achieved to complete competency - teacher educator not available to help us.
- (9) More supervision and instruction needed in learning the modules.

- e. Responses to the question — "Please list the things you liked about the check off procedures of the teacher educator"

A summary of the positive responses towards the check off procedures are shown below.

- (1) The person doing the check off was very fair.
 - (2) It was very convenient to have the teacher educator come to the school to do the check off.
 - (3) Teacher educator realized that all PBTE did not apply to all program areas.
 - (4) The instant feedback from the teacher educator was valuable.
 - (5) The checkoff procedure allowed me to know exactly what was expected.
 - (6) The teacher educator was willing to listen and help me.
- f. Responses to the question — "Please list the things you disliked about the check off procedures of the teacher educator"

A summary of the negative responses towards the check off procedures are shown below.

- (1) It took a lot of time.
- (2) Sometimes the check off procedures were too subjective.
- (3) At times the check off was done when you were not present — never know what you did right.
- (4) No standard procedures used in doing the check off.
- (5) Had different resource persons who gave different directions.
- (6) Teacher educator did not spend enough time at the school
- (7) Too long a time between check off dates.
- (8) Teacher educator did not observe me in class.
- (9) Sometimes it took class time to check off modules.

- g. Responses to the question — "Would you recommend the continuance of the PBTE program?"

The teachers were asked to indicate whether they would recommend continuance of the PBTE program. Two hundred twelve teachers said they would not recommend its continuance while 145 said they would recommend continuance of the program. Thus, 59 percent did not desire to see the program continue. The responses varied from school to school. Detailed information can be found in Appendix F.

- h. Responses to the question — "If you answered "No" on question 24, please check your reason(s) below."

Teachers stating that they did not recommend continuance of the PBTE program were asked to indicate their reasons for a negative recommendation. Table 23 presents a summary of their responses.

Table 23: THE REASONS THAT VOCATIONAL-TECHNICAL TEACHERS GAVE FOR NOT WANTING TO CONTINUE THE PBTE PROGRAM

Reason	Number of Responses
1. Not given enough help in completing the modules	75
2. Too much work	115
3. Modules too difficult to understand	49
4. Not useful in teaching	88
5. Takes too much time	153
6. Not enough incentive	123

The information in the above table indicates that primarily teachers felt that the PBTE program was too much work, took too much time, and incentives were not great enough. The number of responses are a duplicated response as the teacher could indicate more than one reason. The reason

checked the least amount of times concerns the difficulty of the modules.

i. Responses to the question — "What suggestions do you have for improving the PBTE program?"

The teachers completing the questionnaires made numerous suggestions on how to improve the PBTE program. The following statements seem to reflect the suggestions made by the teachers.

- (1) Training needs of teachers should be assessed to determine which modules should be taught and to which teachers.
- (2) There needs to be direct instruction provided to teachers on each module.
- (3) Inservice training time needs to be scheduled when students are not at school.
- (4) Identify and teach only the number of modules deemed important.
- (5) Correlate completion of modules with teacher certification requirements.
- (6) Need to do a better job on orientation.
- (7) Promised incentives need to be fulfilled.

V. Findings, Conclusions, and Recommendations

A. Summary of Findings

1. Three hundred ninety-two teachers have completed one or more modules.
2. One hundred thirty-eight teachers have completed 30 or more modules.
3. Teachers, who had completed 30 or more PBTE modules, received high ratings by their supervisors on use of PBTE modules.

4. Teachers received higher ratings on instructional management competencies than on other competencies.
5. Teachers in Printing, Landscaping, Cosmetology and Distributive Education received the highest ratings while the lowest ratings were given to Masonry teachers.
6. Supervisors and teacher educator ratings were very similar.
7. Teachers who had completed 31 or more modules were rated higher than teachers who had completed less than 31 modules.
8. Teachers who had completed 31-64 modules were rated as high as teachers who had completed 65-100 modules.
9. Teachers who had received the training in the last 18 months were not rated any higher than teachers that had completed the training more than 18 months ago.
10. As a whole, the teachers positive responses towards the PBTE program were not high. Teachers from certain program areas responded more positively than others.
11. As a whole, teachers responded more positively towards the check off procedures than they did towards the orientation and using the PBTE program. A substantial percent of teachers (43) felt that PBTE had not improved their teaching skills.
12. Teachers in three program areas had 70 percent or higher positive responses, while teachers in three other program areas had 40 percent or higher negative responses towards the PBTE program.
13. Teachers who are actively participating in program responded more positively towards the program than those who are not actively participating.

14. The more involved the teachers are in the PBTE program as indicated by the number of modules completed, the more positive responses are obtained towards the PBTE program.
15. Teachers in Region I respond more positively towards the PBTE program than teachers in other regions did.
16. From open ended questions on the feedback questionnaire, the following findings were noted:
 - a. There were more negative than positive responses towards the PBTE program.
 - b. Teachers in some schools responded much more positively to the program than did teachers in other schools.
 - c. Fifty-nine percent of the teachers recommended that the program be discontinued.
 - d. The major reasons that teachers did not want to continue the program were: it was too much work, took too much time, and there were not enough incentives to complete the program.
 - e. Several excellent suggestions were given by the teachers on ways the program could be improved. The following suggestions were noted:
 - (1) There needs to be direct instruction provided to teachers on each module.
 - (2) Training needs of teachers should be assessed to determine which modules should be taught and to which teachers.
 - (3) Inservice training time needs to be scheduled when students are not at school.
 - (4) Identify and teach only the number of modules deemed important.

- (5) Correlate completion of modules with teacher certification requirements.
- (6) Need to do a better job on orientation.
- (7) Promised incentives needs to be fulfilled.

B. Conclusions and Recommendations

The following conclusions and recommendations are based on the evaluation findings.

1. Extensive effort has been extended to upgrade the teaching skills of the vocational-technical teachers of Arkansas through the implementation of the Performance Based Teacher Education Program (PBTE). Even though the responses from the teachers are not, as a whole, positive, it is recommended that the program be continued with appropriate modifications. This recommendation is based on the basis that: (a) the program has validity based on research; (b) research on educational change indicates that improvement does not occur smoothly and without resistance; (c) evidence is available on the importance of staff development in improving the education of students; and (d) suggested ways to improve the program from the teachers appears to have some validity and may provide ways to successfully implement and/or continue the program.
2. According to supervisors and teacher educator evaluation ratings, the great majority of the vocational-technical teachers were appropriately using the teaching skills advocated in the PBTE program. To validate whether the use of these teaching skills are reflected in improved student achievement, it is recommended that a study be conducted to determine the relationship between student

achievement and the evaluation ratings of the teacher use of PBTE teaching skills.

3. The data and opinions of teachers indicated that the evaluation ratings received by the teachers did not automatically increase when more modules were completed. In addition, teachers opinions seemed to indicate that some modules were repetitious and were not appropriate to their program area. It is recommended that a task force of teachers be organized to carefully review the modules to identify and select the pertinent modules to be taught. This might include a basic core of modules for all teachers with additional different modules being selected by program area.
4. The teachers in the vocational-technical schools have had a wide variety of training and experiences to prepare them for teaching. This was especially reflected in the responses on the open ended questions. It is recommended that an instrument be developed to assess the training needs of the vocational education teachers. This instrument should assess the skills included in the PBTE program and be given to teachers to identify their specific training needs. An individual teacher improvement plan might then be developed on the basis of the results of the training assessment. The evaluation rating checklist used in this study, with some refinement, might be used as the assessment instrument.
5. The objective and subjective responses on the feedback questionnaires seem to reflect a need for more effective planning and implementation of a staff development program at the local school level. It is recommended that consideration be given to the following suggestions:

- a. A staff development plan be developed by each school. The teacher educator might assist schools in the development of the plan.
 - b. The staff development activities conducted by each school should reflect the training needs of the teachers in that school.
 - c. The staff development activities at the school should be conducted prior to the start of the school year or at a time when students are not at the school.
6. The evaluation information indicates that teachers needed more direct assistance and instruction in learning the competencies in the PBTE modules. It is recommended that more direct instruction be provided to teachers in learning the skills included in the PBTE modules. This might be done with a workshop situation or instruction given individually by the supervisor or teacher educator. These persons will be designated as trainers. It is further recommended that the State Department of Vocational-Technical Education be responsible for providing training to the trainers.
7. The responses on the feedback questionnaire indicated a wide variation in the role of the school's supervisor in the PBTE training program. It is recommended that the training role and functions of the supervisor be clarified and that personnel in the State Department of Vocational-Technical Education conduct training activities for this personnel to help them become more efficient professional development specialists.

8. The State Department of Vocational-Technical Education should be commended for undertaking the responsibility of implementing a statewide program to improve the teaching skills of teachers in the vocational-technical schools of the state. To assist them in planning and coordination of the implementation and continuance of the PBTE program, it is recommended that a statewide staff development advisory committee be established. The function of the committee would be to provide assistance and advice to the State Department of Vocational Education.